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(2) The *curriculum* taught in the week-day church school is selected not by public authority but by church authority.

(3) The *teachers* and their requirements are determined, not by public school, but by church authority.

Once these three principles are definitely settled, there can be no question of combining religious instruction with public-school instruction or of stirring up the old controversy of the relations of church and state. The public schools do not desire to be commissioned with responsibility for teaching religion nor do the churches desire them to be delegated with this responsibility [pp. 98-99].

The discussion of the teacher-training school for supplying teachers of religious education does not satisfy the reader. The problem is much larger than the discussion indicates. The Sunday-school training classes have been in no sense satisfactory. The community training schools have, in some places, done excellent work and are worthy of a more detailed description. In any program for religious education the training of teachers must occupy a conspicuous place, particularly at this stage of development.

The book is directed more especially to the church, but its proposals deal with important issues in general education. It is a good brief statement of the program of religious education.

G. T. B.

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*Making English effective.*—A book that is designed “not only to teach English but to inculcate in the pupil ideals of service, industry, and courtesy, right habits of thought, and a generous social attitude toward his environment” (p. iii) is certainly a commendable undertaking and merits the earnest consideration of all. This book<sup>1</sup> is intended primarily to give a systematic training in English, but in so doing to give a great variety of experiences by basing the exercises on as many phases of life as is possible. Home, school, vocation, work, play, travel, pictures, pageantry, the movies, behavior, vocational motives—all are drawn upon for materials about which pupils are asked to write or speak. However, these are not confined to the daily routine of the pupil; there is an attempt to develop broader interests by including American and foreign scenes, manners, and customs.

The first chapter is given to creating a felt need for the ability to command effective English. Rules are not prominent for this purpose, but illustrations that will appeal to the interests of the pupils are used freely. Accuracy is stressed by devoting considerable space to shades of meaning of words. Striking illustrations are used to show precisely how effect is secured. A great many problems or projects are employed, but there is variety both of subject-matter and method of approach.

The work is valuable in that, while it takes the principles of rhetoric and composition as its basis, the method of approach is through the everyday experiences of boys and girls or through phases of life in which they will be interested.

LUTHER LEECH

<sup>1</sup> PHILANDER P. CLAXTON and JAMES MCGINNISS, *Effective English, Junior*. Boston: Allyn & Bacon, 1921. Pp. xv+294.